

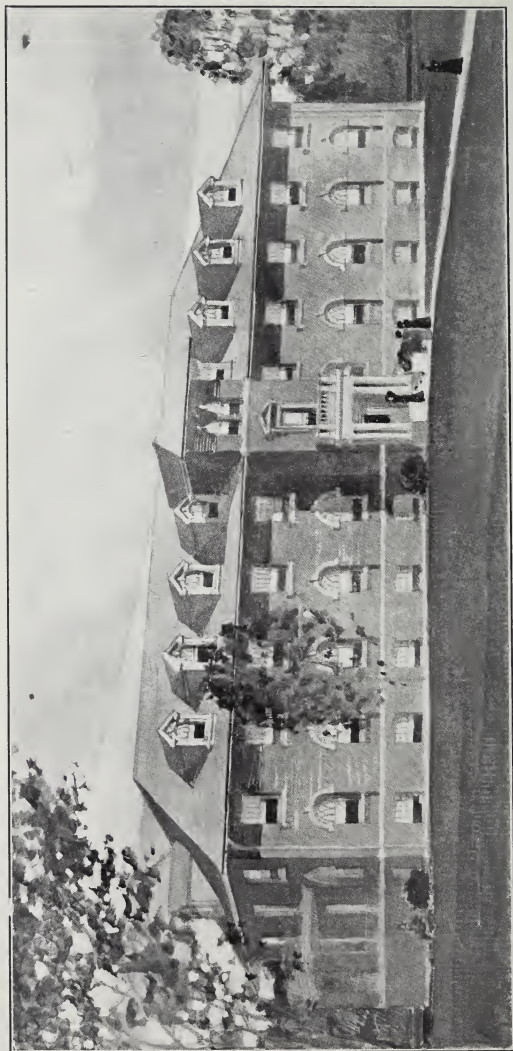
BULLETIN
OF THE
STATE NORMAL SCHOOL
DULUTH, MINNESOTA

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NEW HALL FOR YOUNG WOMEN

VOL. V

MAY, 1910

No. 1

BULLETIN

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STATE NORMAL SCHOOL

DULUTH, MINNESOTA

SEVENTH ANNUAL CATALOGUE

With Announcements For
1910-1911

Published Quarterly by the State Normal School at Duluth, and devoted to the interests of Elementary Education in Minnesota. Subscription price, fifty cents a year. Single copies, fifteen cents.

Entered as second-class mail matter May 14, 1906, at the postoffice at Duluth, Minnesota, under the Act of Congress of July 16, 1894.

Calendar for 1910-1911.

SUMMER TERM

Enrolment of Students.....Tuesday, June 14, 1910
Class-work beginsWednesday, June 15, 1910
Term closesFriday, July 29, 1910

FALL TERM

Enrolment of Students.....Tuesday, September 6, 1910
Class-work beginsWednesday, September 7, 1910
Term closesWednesday, November 23, 1910

WINTER TERM

Enrolment of Students.....Tuesday, November 29, 1910
Class-work beginsWednesday, November 30, 1910
Christmas Holidays begin.....Wednesday, December 21, 1910
Work resumesTuesday, January 3, 1911
Term closesFriday, March 3, 1911

SPRING TERM

Enrolment of Students.....Tuesday, March 14, 1911
Class-work beginsWednesday, March 15, 1911
Term closesThursday, June 8, 1911

State Normal Board.

HON. C. G. SCHULZ, State Superintendent of Public Instruction.

HON. S. H. SOMSEN, Resident Director.....Winona
HON. JOHN C. WISE, Resident Director.....Mankato
HON. KARL MATHIE, Resident Director.....St. Cloud
HON. C. A. NYE, Resident Director.....Moorhead
HON. J. L. WASHBURN, Resident Director.....Duluth
HON. W. E. C. ROSS.....Blue Earth City
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- LINUS W. KLINE, Ph. D.
Psychology and Pedagogy, Supervisor of the Training School.
- *EARL G. FULLER, A. B.
- **LILLIAN LUEHRS, A. B.
History and Civics.
- JESSE W. HUBBARD, A. M.
Physics, Chemistry and Geography.
- CHARLES H. FRAZEE, A. M.
Biology and Geography.
- ANNA N. CAREY, A. B.
English Literature, English Grammar and Composition.
- KATHARINE D. POST, B. L.
Latin.
- EFFIE GODFREY, A. B.
Arithmetic, Algebra and Geometry.
- ETHEL MAE LONG,
Reading and Expression.
- IDA E. VAN STONE,
Music.
- FLORENCE D. PETTENGILL,
Domestic Science and Preceptress of Washburn Hall.
- HELEN BALCH,
Drawing and Manual Training.
- OLIVE B. HORNE,
Seventh and Eighth Years, Training School.
- SARAH CRAW,
Fifth and Sixth Years, Training School.
- CECIL M. PALMER, A. B.,
Third and Fourth Years, Training School.
- EVELYN R. LYONS,
First and Second Years, Training School.
- MARGARET J. QUILLIARD,
Kindergarten.
- RUTH ELY,
Librarian.

*September to April.

**April to June.

Establishment of the School.

Legislative provision was made for the State Normal School at Duluth in 1895, when it was enacted that there should be established "under the direction and supervision of the State Normal School Board, at the City of Duluth, in the County of St. Louis, a Normal School to be known as the State Normal School at Duluth; provided said city shall donate to the state a suitable tract of not less than six (6) acres of land, to be approved by the Normal School Board, for the location, use and benefit of said school, within twelve (12) months from the passage of this act; provided further that no money appropriated for the erection of buildings for said school shall be expended prior to the year one thousand eight hundred and ninety-six." (1895. C. 184.)

In 1897 an appropriation of \$5,000 was made for the foundation, and in 1899 the legislature voted \$75,000 for the erection of the building, making one-half the amount available in 1900, and the other half in 1901. The building thus provided for was well along toward completion when, in February of 1901, it was destroyed by fire. Fortunately it was well protected by insurance and it was possible to rebuild without further aid from the State. The work of reconstruction was not completed until the middle of the following winter and for that reason the opening of the school was delayed until the fall of 1902.

Four years ago a very attractive fire-proof dormitory was constructed on the campus. This has been in use during the past three years and has added very greatly to the comfort and convenience of those who have come to the city to attend the school. The legislature of 1909 appropriated \$65,000 for the construction and equipment of a second dormitory and \$50,000 for an addition to the main building. The new dormitory will be ready for use at the opening of the summer term of the present year and will accommodate at the outset not less than 64 students with rooms and a larger number with meals. It is of fire proof construction, has all modern conveniences and will be as nearly ideal for its purpose as any building of its kind in the state.

Work will be begun on the addition to the main building within a few weeks. It is hoped that will be ready for use at, or near, the beginning of the school year in September. It will be constructed with special reference to the needs of the model school.

General Statement.

The object of the school is to prepare teachers for the common schools of the State. For this reason those who enter are required to pledge themselves to teach the two years immediately succeeding graduation or pay a tuition of thirty dollars a year.

Two departments are maintained, the Normal Department and the Training Department. In the latter a kindergarten and all of the grades found in the public school are represented. For a more detailed statement see pp. 13 and 14 and consult the printed course of study on pp. 10 and 11.

Prior to 1907 the school year represented thirty-eight weeks, divided into three terms of approximately twelve weeks each. During the last two years the school year has included fifty weeks, divided into four terms of approximately twelve weeks each, pursuant to an act of the State Legislature in the session of 1907 establishing summer sessions of twelve weeks in each of the five Normal Schools of the State. In accordance with the provisions of this law, these summer sessions were "to be a part of, and in all respects be the same as, the sessions," heretofore provided by law. It was further provided that the arrangements of the terms in the school year should be such as would "most fully conserve the welfare of the rural schools." The primary object in these summer sessions, therefore, has been to meet the needs of the rural teachers who have constituted a very large percentage of those in attendance at such sessions. The work is arranged and carried on as largely as possible for their benefit. At the same time, only such subjects as are represented in the regular course of study are offered and the conditions governing admission to the work are the same as those for any other term.

The experience of this school has been that only about one-fourth of all who enroll for the summer work remain for more than six weeks. The number attending during the second half has not been sufficiently large to warrant a continuation of the twelve weeks session and for that reason the State Normal Board, in harmony with a provision of the act appropriating funds for the support of summer sessions for the biennial period beginning in June last, has decided upon a seven weeks session at Duluth. The term for this year will open June 14th and end July 29th.

REQUIREMENTS FOR ADMISSION.

Persons holding a State Teachers' Certificate of the second or a higher grade and graduates of approved High Schools, having a four years' course, who present credits representing fifteen units of work done therein (a unit being daily work for a year of at least nine months) will be admitted without examination. Others will be required to pass examinations in Arithmetic, English Grammar, Geography, United States History and Physiology, or to present certificates from the State High School Board. While holders of diplomas showing graduation from the eighth grade will be admitted without examination, only those who are sufficiently mature and promising will be permitted to undertake the work.

Graduates of High Schools who elect to complete the work for the Elementary Diploma (12 credits) will be required to present satisfactory entrance records in Civics, United States History, Physiology, one biological science (Botany or Zoology) and one physical science (Physics or Chemistry), or to earn credits in these subjects after entering the Normal School. The record in Physics must represent not less than one full year's work.

Students from High Schools offering less than the four years work above mentioned will be admitted but cannot hope to complete the work in the usual length of time.

ADVANCED STANDING.

High School graduates who shall have had as post-graduate work, not less than a half year's course in Normal subjects as offered in the State High Schools may be credited for subjects in which they shall have completed a full semester's work, provided (1) that these credits shall apply only in the case of those who become candidates for the diploma and (2) that the President reserves the right to test the quality of work for which credit is asked.

Anyone holding a State Teachers' Certificate of the First Grade, valid at the time of presentation, may be allowed twelve credits, provided: (1) that such advanced standing shall not be allowed except in the case of those who become candidates for the diploma and are not otherwise entitled to advanced standing, (2) that the subjects in which such advanced standings are to be allowed shall be determined by the President of the school in conference with the student, (3) that the average of the Certificate shall be not less than 75 per cent, and (4) that the subjects in which the averages shall be less than 75 per cent shall not be credited and shall reduce the number of credits to be allowed proportionately.

Graduates of accredited High Schools (see second paragraph above under Requirements for Admission) will be allowed advanced

standing to the amount of thirty-six term units out of the sixty required for graduation.

Admission to advanced standing upon any other terms than above specified will be determined by examination and the character of any other evidence presented for that purpose.

SPECIAL STUDENTS.

Persons holding a teacher's certificate of the second grade and having taught in any public school in this state with ability and success for a term of six months, will be admitted to the school for the purpose of doing special work. Such applicants for admission must satisfy the President of the School that they are prepared to do the work of the regular classes in the subjects they may choose. Any selection of work is to be subject to the approval of the President. They must also present certificates from the superintendents under whom they have taught, testifying to their fitness for the work of teaching.

The Course of Study for the State Normal Schools of Minnesota.

(Adopted September 18, 1908.)

Algebra	I, II, III	History, General	I, II, III
Arithmetic	I, II, III	History, English	I
Botany	I, II	Kindergarten	I-VIII
Chemistry	I, II	Latin	I-XI
Civics	I, II, III	Literature	I, II, III, IV
Drawing	I, II, III	Manual Training	I, II, III
Education		Music	I, II, III
History of	I, II	Physics	I, II, III
Theory of	I, II	Physiography	I
Practice of	I, II, III	Physiology	I
School Management	$\frac{1}{2}$	Psychology	I, II
Elem. Science	I	Reading and Expression	I, II, III, IV
English Composition	I, II	Rhetoric	I
Geography	I, II, III, IV	Social Science	I
Geometry	I, II, III	Themes and Literature	I
Grammar	I, II, III, IV	Zoology	I, II
History, U. S.	I, II, III		

For the diploma of the school sixty term units are required as follows: Algebra I, II, III; Arithmetic I, II; Botany I, II*; Chemistry I*, II*; Civics I, II*; Drawing I, II; Education, History of, I, II; Education, Theory of, I, II; Education, Practice and Criticism I, II, III; Education, School Management $\frac{1}{2}$; English Composition I, II; Geography I, II; Geometry I, II, III*; Grammar I, II; History, United States I, II; History, English; History, General I, II, III*; Literature I, II, III, IV; Manual Training I, II*; Music I, II*; Physics, I, II, III; Physiography*; Physiology; Psychology I, II; Reading and Expression I, II, III*; Rhetoric; Social Science; Themes and Literature; Zoology I, II*; with $1\frac{1}{2}$ electives. Eleven terms of Latin may be elected in lieu of the following subjects: Chemistry I, II; Civics I; English Composition II; Geometry III; Grammar II; General History III; Literature IV; Rhetoric; Zoology I, II.

High School graduates receive credit for 36 term units and may receive the diploma of the school for two years' successful pursuit of the following subjects: Arithmetic III; Civics III; Drawing III; History of Education I, II; Theory of Education II; Practice and Criticism

cism I, II, III; School Management $\frac{1}{2}$; Elementary Science*; Geography III, IV*; Grammar III, IV*; United States History III; Manual Training III; Music III; Psychology I, II; Reading III; Social Science; and $1\frac{1}{2}$ electives. Eight terms of kindergarten theory and practice may be elected by high school graduates in lieu of the following subjects: Arithmetic III; Civics III; Geography III, IV; Grammar III, IV; United States History III; Themes and Literature, in fulfillment of requirements for the diploma of the school.

The elementary diploma may be awarded high school graduates who hold high school records in Civics, United States History, Chemistry or Physics, Botany or Zoology and Physiology, upon the completion of the following subjects: Arithmetic III; Drawing III; Theory of Education II; Practice and Criticism I, II; School Management $\frac{1}{2}$; Elementary Science*; Geography III; Grammar III; Music III; Psychology I; Reading and Expression III, with one-half term elective.

The elementary diploma may be awarded persons not holding high school credits upon completion of 36 units in the course of study as follows: Algebra I, II, III; Arithmetic I, II; Botany I*; Civics I; Drawing I, II*; Theory of Education I; Practice and Criticism $1\frac{1}{2}$; School Management $\frac{1}{2}$; English Composition I, II; Geography I, II; Geometry I, II; Grammar I, II; History, United States, I, II; History, English; Literature I, II; Music I, II*; Physics I, II; Physiology; Psychology I; Reading and Expression I, II; Rhetoric*; Zoology I*; with one elective.

A state second grade teachers' certificate will be granted persons who complete 24 units of the elementary subjects in the course of study.

ELECTIVES.

* As the facilities of the schools permit, one or more of the following electives will be offered, and may be chosen by the student, after consultation with the President, in lieu of starred subjects in the course of study.

Agriculture	I, II	Library Science	I
Advanced Physics	I	Manual Training	IV, V
Astronomy	I	Modern European History	I, II
Children's Literature	I	Music Supervision	I, II
Drawing Supervision	I, II	Physical Culture	I
Economics	I	Primary Methods	I
English	VIII, IX	Public Speaking	I
Home Economics	I, II, III	Special Methods	I
Latin	XII, XIII	Writing and Spelling	$\frac{1}{2}$

Descriptive Outline of the Work in the Different Subjects.

PSYCHOLOGY.

Term I. A minor part of the work of this term consists of an observational study of the nervous system and sense organs. The laboratory material for this purpose is excellent in quality. This is followed by an experimental study of some of the more apparent and common characteristics of mind, such as images, associations, focal and marginal aspects, attention, apperception and illusions. Experiments are largely selected and adapted from the texts of Sanford, Witmer and Seashore. In this term and in the following laboratory work is given three times a week and recitations are held twice a week to discuss results and hear reports on pertinent literature.

Term II. A study of the cognitive processes begun in Term I is continued by experimentation on visual and dermal sensations and perceptions. Acquired motor responses are investigated by means of reaction time. The experiences and observation of our common life together with the literature afford material for a study of native motor responses and of affective processes.

An experimental investigation of some type of the learning process is conducted during a part of both terms, requiring the cooperation of several members of the class. During the past two years, the writing process and the psychology of spelling were studied by several members of the class.

PEDAGOGY.

This course is chiefly concerned with the pedagogy of elementary education and is introduced by an historical account of the more reputed methods used in the art of teaching. Considerable emphasis is placed upon the so-called psychological method as it relates to school practice. The significance of the laws of instincts, of association, of selective thinking, of attitudes and of suggestion are studied in the interest of the art of teaching. The student is required to become acquainted with the best literature on the subject.

HISTORY OF EDUCATION.

Term I. History of Education. The work in this subject consists for the most part of an intensive study of the educational classics.

The classics used are: Plato's Republic, Locke's Thoughts on Education, and Rousseau's Emile. A descriptive account is given of the Great Didactic and of the schools of the middle ages.

Books of Reference: Monroe's History of Education, Comparye's History of Pedagogy, Painter's Pedagogical Essays from Plato to Spencer.

Term II is in part a continuation of the work of the preceding term. Pestalozzi's Leonard and Gertrude and Spencer's Education are read and discussed in class. The latter part of the course is devoted to the ethical, social and psychological ideals found in the works of Locke, Rousseau, Pestalozzi, Spencer and Herbart. These two courses are planned to support and supplement the principles evolved in Psychology and Pedagogy.

SCHOOL MANAGEMENT.

Six weeks. School Management is required of all students. It considers the different types of school organization, the classification of pupils, supervision and school appliances. Special attention is given to school hygiene, including the diseases and disorders which the school may cause or aggravate. Heating, ventilation, lighting and decoration of school buildings, seating of pupils, arrangement of the daily program, courses of study and the state school laws are studied.

OBSERVATION.

The work is done by all students during the term preceding the one in which they teach in the Training School. It extends through one term and occupies at least one period a day. It furnishes the student an opportunity to observe model lessons given by the critic teachers and to become pretty well acquainted with the regular work of a graded school as seen in the Training School. They are required from time to time to submit to the critic teachers a "lesson plan" developed from some one phase of a series of model lessons. These lesson plans are criticised by the teacher giving the model lessons, and then returned to the student. The students are further required to present weekly reports of their observation or discussion by the other members of the class, supervised by the director of the Training School.

TRAINING SCHOOL AND TEACHING.

The Training School includes the eight grades below the high school, and a Kindergarten. A review class, or ninth grade, has been

added to the grammar grades of this department. The work corresponds very closely to that done in the grades of the public schools of the state and will qualify those who complete it to enter the high schools; or, in case the student completes the work of the ninth grade, to enter the first year class of the Normal Department. The course of study for the Training School includes Manual Training and Domestic Science.

The teaching force consists of the supervisor, the principals of the several departments and the duly qualified members of the senior class.

The purposes of the school are (1) to maintain, as far as possible, ideal school conditions to serve as models for the prospective teacher, and (2) to furnish an opportunity for the pupil-teachers to demonstrate their natural and acquired qualifications for practical service in our public schools.

The supervision consists in giving model lessons in the presence of the pupil-teachers; in holding weekly conferences at which the special work of the pupil-teacher is sympathetically discussed and criticised; in citing literature bearing on her daily work, and in assisting in whatever way the needs of the hour may suggest.

GENERAL HISTORY.

Term I is devoted to a general survey of the origin and spread of civilization to the latter part of the fifth century A. D. The most detailed part of the work is on the history of Rome from 133 B. C. Terms II and III deal with Western Europe through the Franco-Prussian War. Some particular attention is paid to the conditions in Europe at the time of the discovery of America.

ENGLISH AND UNITED STATES HISTORY.

The general development of the English people and government is studied through the reign of Elizabeth, at which point the history of the United States is begun and the two then treated as one subject through the American Revolution. Much detailed work is done on Virginia, Pennsylvania and the Puritan colonies.

CIVICS.

Students are required first to master the general principles of society and government; after that, an outline of the government of the United States, the state of Minnesota, and of a county, town and city in Minnesota. Particular emphasis is placed on the methods of

nominating public officers and the duties of citizens in a republic. That is the point of view from which such questions as minority representation, initiative and referendum, and "government by commission" are inquired into.

SOCIAL SCIENCE.

The work is confined to a consideration of the more obvious and practical problems of social life. Special topics are assigned for individual study and reported on in class. The text is Wright's Practical Sociology.

ENGLISH COMPOSITION.

This work begins with a brief review of the essentials of English Grammar. Almost daily practice is given in the simpler forms of composition. As the average pupil feels a certain inhibition when asked to write, the aim of the course is to arouse in him a desire to write and to help him to express his thought with some degree of facility and accuracy. During the second term, the simpler forms of Narration, Description and Exposition are studied. The text used is Crandall's A First Year English Book.

RHETORIC.

During the first part of the term the work is chiefly composition, based on Spalding's Principles of Rhetoric. The latter part of the term is devoted to the study of mythology. Guerber's Myths of Greece and Rome is the text. Composition work, both oral and written, is continued, based on, and suggested by, mythology. It is believed that the study of mythology stimulates the imagination, and is also a valuable preparation for the courses in Literature.

GRAMMAR.

The work consists largely of analysis. In addition to this, a portion of the time is given to the consideration of those problems which arise in teaching language in the grades. Longmans' English Grammar is the text.

ENGLISH LITERATURE.

Term I. An introductory course:

(a) Characteristics of early English literature and the influence of Christianity. A translation of Beowulf is studied.

(b) Influence of the Norman Conquest. Chaucer's Prologue to the Canterbury Tales; The Knight's Tale; Book I of Spenser's Faerie Queene.

Term II. The Drama:

(a) The rise of the drama.

(b) Shakespeare's *As You Like It*; *Twelfth Night*; *Midsummer Night's Dream*; *Julius Caesar*; *Macbeth*.

Term III. Poems and Essays. It is the aim of the course to give students some acquaintance with the chief poets from the time of Milton, and a few of the great essayists.

Term IV. The Novel:

(a) The origin and development of the novel.

(b) A study of the following: Defoe, Johnson, Goldsmith, Jane Austen, Scott, Thackeray, George Eliot, Dickens. Pancoast's *Introduction to English Literature* is used by all students throughout the course.

LITERATURE AND THEMES.

Daily practice is given in composition. The work is more advanced than that of the other courses in composition. It is required of all students who are candidates for the diploma of the school. In the case of those who require five years to complete the course, the work is theme work alone, while those who enter the school as high school graduates and remain two years have a combination of theme work and literary interpretation.

READING.

Term I. Special stress will be placed upon pronunciation, correct utterance and diction.

A psychological basis will be presented for all the elements of expression, time, pitch, inflection and emphasis.

Effort is made to develop imagination, concentration and continuity of thought in the student, also the love and appreciation of good literature, and to make these the vital basis of the art of reading.

Term II. This course will deal with presentation of various types of literature so that the students may have definite standards for future work. Much time will be given to the study of methods of teaching reading.

The work given to classes composed of high school graduates will be a modification of Term I and the methods of Term II, as outlined above.

LATIN.

The study of Latin extends through a period of four years and meets the college entrance requirements:

I. Latin Grammar.

II. Caesar.—Books I-IV of the Gallic Wars.

III. Cicero.—Six Orations: Cataline's Conspiracy, the Citizenship of Archais and Pompey's Military Command.

IV. Virgil.—Four Books of the Aeneid.

In all classes the students are required to get the meaning as far as possible from the Latin and then express it in clear idiomatic English. This cannot be done without a knowledge of Latin Grammar. Daily work is given in Latin prose composition throughout the second and third years and a thorough grammatical review in the fourth year aims to establish the grammatical principles of the language. In addition to translating the orations of Cicero, a study of them as orations and as argumentative literature is made. Effort is also made to appreciate the Aeneid as one of the great pieces of literature. Sight reading will be practiced throughout the course as time permits.

PHYSIOGRAPHY.

One Term. Type features of the earth are studied with reference to their geological development. Frequent field trips are made to observe the many local land forms. The principles of meteorology are used to explain the cause and effects of winds, clouds, rainfall, temperature and atmospheric pressure. The department is provided with a standard mercurial barometer, maximum and minimum thermometers, psychrometer and a large collection of topographic maps. Hopkins' Elements of Physical Geography.

The work of this term is preliminary to the later study of North America and other continents. Text: Dryer's Lessons in Physical Geography.

GEOGRAPHY.

Term I. North America. A detailed study is made of the topography, climate and natural resources of Minnesota as a basis for the study of the other states. Many outline maps are made to illustrate the work. Advantage is taken of the large shipping and manufacturing industries of Duluth, field trips being made to the ore docks, blast furnace, match factory, grain elevators, flour mills, ship yards, saw mills, furniture factory, weather bureau, fish hatchery and lime kiln.

Term II. The remaining continents. Emphasis is laid upon the relations between the climatic conditions and the civil, social and moral development of the people. Texts: Tarr and McMurray's Complete Geography, Longman's New School Atlas.

PHYSICS.

The double periods a week are given to laboratory work. Three periods a week are devoted to a study of the text supplemented by a discussion of the laboratory work and its bearing upon the principles

of the subject. Directions for performing qualitative and quantitative experiments are furnished by outlines. A complete record of each experiment is submitted by the student. If the notes are not satisfactory they are returned for correction.

Term I. Mechanics of solids and liquids.

Term II. Heat and Light.

Term III. Sound and Electricity.

Text, Millikan and Gale's "First Course in Physics."

BOTANY.

Term I. Ecology. A study of plant relationship, based for the most part on a study of trees.

Plant Anatomy. A study of the gross and minute structure of higher plants considered from the standpoint of adaptation.

Text: Apgar's Trees of the Northern United States.

Term II. Plant Physiology. A study of plant activities as illustrated by actual experiment and observation in the field and laboratory.

Text: Osterhout's Experiments with Plants.

Morphology. An outline of the plant kingdom as illustrated by "type" forms. This is presented as simply as possible to be at all adequate.

ZOOLOGY.

Term I. Approximately half the fall term is given to a study of insects and birds in the field. The remaining time the work consists largely in the identification of insects, and a further study of insect morphology. Text: Comstock's Insect Life.

Term II. The crayfish and frog are studied from several important view points of Zoology. This work is followed by a more general survey of the vertebrates, making a more extended application of the general principles of Zoology gained in the study of crayfish and frog. Text Book of General Zoology; Linville and Kelly.

NATURE STUDY.

In this work it is the purpose to give the student as many concrete Nature lessons in field and laboratory as time will permit. The major portion of time is given to lessons with trees, birds, flowers and simple experiments with plants.

Texts: Apgar's "Trees of the Northern United States;" Lange's "How to Know the Wild Birds of Minnesota."

PHYSIOLOGY.

The keynote of the physiology instruction is the right conduct of the physical life. Anatomy and microscopic structure receive only so much attention as seems absolutely necessary.

A thorough study is made of physiological fundamentals, a sound knowledge of which makes much of our hygiene applied common sense.

Text: "The Human Mechanism," Hough and Sedgwick.

ARITHMETIC.

Two terms are given to this subject. The student is given a thorough course in the fundamental operations, fractions, mensuration, longitude and time, and percentage with its practical applications. Emphasis is placed upon clear, accurate and logical thought and expression. In the last term, methods of presenting various subjects in the grades are discussed. Text books are examined and criticised and outlines for grade work are made. From time to time topics are assigned in the history of arithmetic and students are required to familiarize themselves with the work of Pestalozzi and Grube through the history of the subject, as well as with modern methods through texts and current publications.

The course for high school graduates is a modification of the above. An attempt is made to cover the same ground.

ALGEBRA.

Three terms are given to this subject. The work done is the ordinary high school course through quadratics. The interpretation and solution of problems is emphasized rather than the formal demonstration of principles. The equation in its various forms occupies the important place. Other topics are emphasized only as they aid in the solution of the equation. Work in graphs is introduced in connection with simultaneous linear and quadratic equations. Text: Beman and Smith's Academic Algebra.

GEOMETRY.

Two terms are given to Plane Geometry and one term to Solid Geometry. Throughout the work in Geometry accuracy and independence of thought are emphasized. Students are required to give proofs other than those suggested in the text and to criticise and question demonstrations offered in class. Numerous original exercises are assigned. As time permits, topics in the history of Geometry are assigned. In the course of Solid Geometry the student is required to

make cardboard models until the imagination and power of abstraction are sufficiently cultivated. The Prismatoid Formula is used as the basis for measuring the volumes of solids. Text: Holgate's Geometry, Plane and Solid.

MUSIC.

Term I. The work in music includes:

Voice Culture; class work daily in tone production, breathing, etc.

Interpretation of musical notation and sight singing.

Song Interpretation.

Ear Training.

Study of the care and development of the child voice.

Theory and Practice, which includes a consideration of the problems that arise in teaching music; the choice and use of methods and materials for the study of music, covering the work of all grades; the observation and practice in teaching illustrative lessons in the formal steps of presenting music in the school room.

Term II. Continuation of the work of Term I. In the case of high school graduates having had previous work in music, the course is adapted to meet their needs and more advanced work can be undertaken. When time for it occurs, a study of musical forms, together with the lives and works of the great composers, is made.

CHORUS WORK AND GLEE CLUB.

Twenty minutes daily is given to chorus work. The work is required of all students. The study of standard choruses is the basis of the work done and contributes toward the work done in Music Appreciation.

An opportunity is given for those who so desire to become members of the Glee Club.

DRAWING.

Drawing and the other manual arts are so closely related that they are presented as complementary phases of one line of work. The aim of the manual arts department is to increase appreciation and the power to do.

The first term's work in drawing, for those students who have not had a high school training, is devoted to the following work: (1) composition, including principles of design, object drawing from nature and the posed figure; (2) color making and color theory; (3) constructive drawing; (4) construction, including the application of pattern by means of the stencil, the wood block and the simple etching of brass and copper.

The second term's work is given to further practice of the above

mentioned forms of drawing and to the greater appreciation of art in general. Besides the daily class-room exercises in drawing, the students are required to write weekly chapters in a note book on the history of art.

The one term of drawing required of high school graduates aims to prepare the students to teach drawing by: practice in composition, color and instructive drawing; relating drawing to other school subjects, such as geography, reading and history; planning lessons for certain grades in the model school.

MANUAL TRAINING.

The first term's work in manual training is devoted to the following: (1) the care and use of the common wood-working tools; principles of construction, based upon strength, durability, proportion, adaptation to purpose, decoration and finish.

The second term's work includes practice in wood-working, basketry, leather tooling and simple metal working.

The one term for Kindergarten students and other high school graduates about to receive their diplomas offers practice in the various handicrafts and exercises in relating manual training to the other studies in the school curriculum.

For the work mentioned above, the Normal School provides a large studio, an exhibition room and a well equipped shop. The use of a varied assortment of pictures for the stereopticon, as well an art department in the library, give the students necessary material for study.

KINDERGARTEN TRAINING.

Only high school graduates or those who have received an equivalent education may elect this work.

The training covers a period of two years and includes much of the general professional study offered to students who are preparing to teach in the primary or grammar grades. Special observation and study relative to the activities and interests of children under six years of age, and the best methods of dealing with them, constitute a large portion of the work, and observation and teaching in the Kindergarten and Primary Departments of the Model School are required.

A pleasing voice, some skill in singing and piano playing, and a desirable attitude toward young children are essentials for one who would succeed as a Kindergarten.

DOMESTIC SCIENCE.

The course in Domestic Science is two years in length, extending throughout the junior and senior years, two hours a week of recitation and laboratory work being required.

This course is not offered as a training course for teachers of Domestic Science, but aims to give all students going out from our school a training in better standards of right and wholesome living and general efficiency in house-making.

The study of foods includes their classification, nutritive value, digestibility, cost, combination with other foods and uses in health and disease. The fundamental principles of the cookery of all classes of foods are worked out in the preparation and cooking of different types of food materials. Right methods of serving are emphasized. Sufficient chemistry is taught in connection with cookery to explain and give reasons for the various processes and principles involved in the practical work.

Special training is given in actual house-work, and the responsibility and care of rooms and equipment. During both junior and senior years, the students are expected to prepare menus in reference to the proper balance of food values and the cost of materials. This is followed by planning, preparing and serving of meals limited as to cost of materials and time required for preparation.

Sanitation and personal and school hygiene are included in the general work.

General Information

NORMAL SCHOOL DIPLOMAS AND STATE CERTIFICATES.

The legislature of 1891 passed an act which gives to diplomas of the State Normal Schools validity as certificates of qualification to teach in any of the common schools of the state, under the following provisions, viz:

1. The diploma of any of the State Normal Schools is made a temporary State certificate of the first grade for the two years of actual teaching service required by the student's pledge.

2. After two years of service, the diploma may be countersigned by the President of the school from which it is issued, and by the State Superintendent of Public Instruction, upon satisfactory evidence that such service has been successful and satisfactory to the supervising school authorities under whom it was rendered. After such endorsement, the diploma becomes a State Teachers' Certificate of the First Grade for life.

The Elementary Diploma to be granted to High School graduates upon the completion of the twelve specified units of work in the course of study will be valid as a State Teachers' Certificate of the First Grade for a period of three years and not renewable.

The Elementary Diploma to be granted others on the completion of the thirty-six specified units of work in the course of study will likewise be valid as a State Teachers' Certificate of the First Grade for a period of three years and may have its value as such certificate extended for a further period of three years upon the completion of an additional year of work in the course of study.

A State Teachers' Certificate of the Second Grade will be granted to persons completing twenty-four units of the elementary subjects in the course of study.

CONDITIONS OF ENDORSEMENT.

1. While it is hoped that all graduates will earn the right to have their diplomas endorsed, great care will be taken in this matter, and the diploma will not be so extended in any case in which the holder fails to render acceptable service during the test period, or in any way fails to show himself worthy of the marked professional recognition so bestowed.

2. After the completion of two years of service, application for endorsement may be made to the respective Normal Schools. The applicant should see that complete reports of service have been made in accordance with the student's pledge, and that such reports bear

the names and addresses of the supervising authorities to whom blank certificates of successful service may be sent. In order to maintain a uniform standard of requirements for endorsement, it has been agreed by the Normal School presidents that they will endorse no diploma until each case has been approved by all the presidents acting as a Board of Review.

ADMISSION TO THE STATE UNIVERSITY AND COLLEGES.

Graduates from the advanced courses in the State Normal Schools of Minnesota are admitted without examination to the Sophomore year in the State University and the leading colleges of the State.

EXPENSES.

Tuition is free to all students who sign the pledge to teach. Those who do not sign the pledge are required to pay thirty dollars a year.

Charges for tuition must be paid in advance and no portion thereof will be refunded.

Washburn Hall and the Annex are homes for young women attending the school and are situated on the campus near the main building. Washburn Hall has rooming accommodations for forty-eight, while The Annex will accommodate sixty-four. Both are of fire proof construction and are provided with all modern conveniences. Each has its own laundry, kitchen, pantry, dining room and reception room. All floors have toilets and bath rooms. Students have free access to the laundries, which have eight stationary wash tubs, with hot and cold water, clothes dryers, irons and ironing tables. All living rooms have hardwood floors, two beds, two rugs, two closets, two chairs, two rockers, study table, dresser and all necessary bedding. Students are required to provide table and dresser covers, towels and curtains, to care for their own rooms and to take turns in waiting on tables at meals.

Rooms and meals have been supplied at fifteen and sixteen dollars per month in the past, but it may be necessary another year to increase these amounts to sixteen and seventeen dollars. Similar accommodations cannot be had in the city for less than double the amount. Single meals will be supplied at 25 cents and by the week at \$3.00. No deduction will be made for absences of less than a week, except in vacations. All payments must be made one month in advance. Applications for rooms must be accompanied by a fee of one dollar, which amount will be applied on the first monthly payment.

The life in each Hall will be under the immediate supervision of a trained preceptress.

STUDENTS' LOAN FUND.

The interest and generosity of a friend of the school has resulted in the establishment of a loan fund for the benefit of worthy students who may find it necessary to borrow money in order to continue the work of the school. It is the desire of the committee in charge of the Fund, as well as the donor, that the entire amount be, as nearly as possible, all the while in use. Information concerning the conditions under which the loans may be made can be had upon inquiry of the president of the school.

TO ENTERING STUDENTS.

Students expecting to enter on advanced standings from other schools must present records of all such standings.

Applicants for admission will present themselves at the office of the president, where they will be referred to proper committees on examination or enrolment.

The building is situated on East Fifth street, between Twenty-second and Twenty-third avenues, and one block from the Woodland and East Fourth street car lines. Students who are not acquainted with the city should call at the president's office on arrival.

Additional information will be supplied on application to President's Office, State Normal School, Duluth, Minn.

Names of Students Enrolled in the Normal Department 1909-1910

Senior Year.

Anderson, Irene S.....	Buhl	Minn.
Burgher, Alice	Duluth	Minn.
Cox, Alice B.....	Lakeview P. O.....	Minn.
Detert, Caroline	Duluth	Minn.
Elevitch, Pearl	Duluth	Minn.
Fitzpatrick, Mary	Wabeno	Wis.
Fix, Mabel	Duluth	Minn.
Foote, Audie	Boy River	Minn.
Goldsmith, Gladys	Duluth	Minn.
Grogan, Margaret	Duluth	Minn.
Hamblin, Laura	Duluth	Minn.
Hanson, Clara	Duluth	Minn.
Hanson, Freda	West Duluth	Minn.
Higgins, Emeline	Manistee	Mich.
Leonard, Winifred	Duluth	Minn.
Lewis, Ethelenda	Hawley	Minn.
Lumm, Fannie	Duluth	Minn.
McMinn, Ruby	Duluth	Minn.
Merritt, Alta	Duluth	Minn.
Mueller, Mabel	Lakeview P. O.....	Minn.
Nelson, Anna	Duluth	Minn.
Nelson, Hattie	Duluth	Minn.
Nelson, Mabel	Cloquet	Minn.
Nisbit, St. Clair.....	Duluth	Minn.
O'Brien, Lydia H.....	Crookston	Minn.
O'Brien, Mary	Duluth	Minn.
Olson, Hilda	Duluth	Minn.
Overman, Elsie	Duluth	Minn.
Quinn, Lois	Mapleton	Minn.
Raleigh, Margaret	Duluth	Minn.
Raleigh, Ruth	Duluth	Minn.
Randall, Clara A.....	West Duluth	Minn.

Rockwell, Vera	West Duluth	Minn.
Ryan, Florence	Ironwood	Mich.
Sauby, Elma	Wrenshall	Minn.
Snyder, Hildegard	Brainerd	Minn.
Todd, Jessie	Duluth	Minn.
Walker, Rebecca	Duluth	Minn.
Watschke, John	Eureka	S. Dak.
Wright, Winifred	Brainerd	Minn.

Junior Year.

Angermeyer, Marie	Duluth	Minn.
Axtell, Delta May	Pine City	Minn.
Baker, Helen E.	Brainerd	Minn.
Barto, Hazel	Carlton	Minn.
Becker, Elsie	Duluth	Minn.
Berg, Laura	Duluth	Minn.
Binney, Maude	McKinley	Minn.
Blair, Lenora	Cloquet	Minn.
Boisvert, Bertha	Duluth	Minn.
Brackett, Agnes	Pine City	Minn.
Brown, Margaret	Duluth	Minn.
Brunelle, Henry	Cloquet	Minn.
Buckley, Adeline	West Duluth	Minn.
Campaign, Minnie	Tower	Minn.
Carey, Ella C.	Cloquet	Minn.
Carlson, Ella	Moose Lake	Minn.
Casey, Mae	Duluth	Minn.
Cater, Capitola	Herman	Minn.
Chase, Estelle	Kinney	Minn.
Childs, Mira	Northfield	Minn.
Chisholm, Mildred	Lakeview P. O.	Minn.
Coburn, Helen	Duluth	Minn.
Cohen, Josie M.	Akeley	Minn.
Collins, Wenona	Cloquet	Minn.
Cullen, Maude	Tower	Minn.
Cunningham, Marion	Duluth	Minn.
Dahlston, Freda	Duluth	Minn.
Doran, Zita	Grand Rapids	Minn.
Dunn, Mary	Smithville	Minn.
Fischer, Anna	Pine City	Minn.
Fuller, Florence I.	Park Rapids	Minn.
Furlong, Bregetta	Hibbing	Minn.
Galbraith, Irene	West Duluth	Minn.
Gannon, Helena	Cass Lake	Minn.
Glanotti, Charlotte	Ely	Minn.

Gianotti, Theresa	Ely	Minn.
Gilbertson, Amy	Brainerd	Minn.
Golob, Mary	Hibbing	Minn.
Goodhand, Clara	West Duluth	Minn.
Grant, Jessie	Chisholm	Minn.
Hanson, Minnie L.	Duluth	Minn.
Holmes, Esther M.	Roscoe	Ills.
Jensen, Ella	West Duluth	Minn.
Joyce, Isabel	Viroqua	Wis.
Keir, Elizabeth	Los Angeles	Cal.
Keith, Eva	Tower	Minn.
Kellam, Maude	Heron Lake	Minn.
Kelly, Margaret	Montreal	Wis.
Kendall, Maud	Pine City	Minn.
Ketcham, Kata	Herman	Minn.
Klovstad, Sarah C.	West Duluth	Minn.
Kremer, Erma	Grand Rapids	Minn.
Le Duc, Laura	Duluth	Minn.
Le Moignan, Eva	Duluth	Minn.
Lundmark, Agnes	Virginia	Minn.
Lundmark, Clara M.	Virginia	Minn.
McCarthy, Alyce	Coleraine	Minn.
McCormick, Marion	West Duluth	Minn.
McKenzie, Ina	Duluth	Minn.
McMillan, Christina	Cloquet	Minn.
McNamara, Hanna	Hibbing	Minn.
Martin, Harriet	Tower	Minn.
Martin, Lulu	Duluth	Minn.
Matteson, Maude	Duluth	Minn.
Mattson, Ada	Aurora	Minn.
Maxted, Grace	Duluth	Minn.
Melby, Thora	Duluth	Minn.
Mitchell, Annie	Ely	Minn.
Morgan, Edith	Zumbrota	Minn.
Nagle, Nora	Eveleth	Minn.
Neubauer, Katherine	Smithville	Minn.
Nieminen, Lillian M.	Palo	Minn.
Norris, Lucile	Lakeview P. O.	Minn.
O'Connor, Alice	Brainerd	Minn.
Olson, Agnes M.	West Duluth	Minn.
Olson, Emma S.	Duluth	Minn.
Onsgard, Allie	West Duluth	Minn.
Ostenson, Edith	Duluth	Minn.
Patterson, Ada	West Duluth	Minn.
Peterson, Carrie	Ft. Ripley	Minn.
Peterson, Emma	Duluth	Minn.

Peterson, Hilda	Two Harbors	Minn.
Peterson, Lida E.	Cloquet	Minn.
Phelps, Ethelwynn	West Duluth	Minn.
Pierce, Myrtle	Duluth	Minn.
Polasky, Stephania	Duluth	Minn.
Robert, Evonne	Duluth	Minn.
Robertson, Allis L.	Wadena	Minn.
Routheau, Clara	Oconto	Wis.
Russell, Blanche	Sandstone	Minn.
Saltwick, Alberta	Duluth	Minn.
Savolainen, Mary	Virginia	Minn.
Scheaffer, Edna	Tower	Minn.
Scheaffer, Elizabeth	Tower	Minn.
Shook, Catherine	Aitkin	Minn.
Signer, Rose	Duluth	Minn.
Slavick, Viola	Virginia	Minn.
Steiner, Lulu	Echo	Minn.
Storm, Evelyn E.	Brainerd	Minn.
Sullivan, Mary C.	Duluth	Minn.
Swanson, Florence	Duluth	Minn.
Swenson, May	Smithville	Minn.
Thompson, Edna	Duluth	Minn.
Tonkin, Dora	Ely	Minn.
Turnquist, Inez	Duluth	Minn.
Walsh, Mary T.	Brainerd	Minn.
Warner, Winifred	Duluth	Minn.
Wasley, Elizabeth	Duluth	Minn.
Welch, Hazel	Duluth	Minn.
Wellington, Gertrude	Duluth	Minn.
Widell, Elizabeth	St. Paul	Minn.
Wilke, Rhoda	Union Grove	Wis.
Young, Rhue	Aitkin	Minn.

Third Year.

Anderson, Emma	Duluth	Minn.
Carlson, Annie E.	Moose Lake	Minn.
Carroll, Edna	Duluth	Minn.
Driscoll, Marie	Willow River	Minn.
Gibson, Flora	Duluth	Minn.
Holm, Inez	Twin Valley	Minn.
Langford, Mary	Sandstone	Minn.
Sengir, Barbara	Perham	Minn.
Soderburg, Sophia	Duluth	Minn.
Stickles, Leila	Lakeview P. O.	Minn.
Stickles, George	Lakeview P. O.	Minn.

Thomas, Marie	Duluth	Minn.
Vandergrift, Ellen.....	Schafer	N. Dak.
Wildes, Jennie E.....	Hibbing	Minn.

Second Year.

Apel, Sally	Duluth	Minn.
Bateman, Dorothy B.....	Duluth	Minn.
Beatty, Ethel	Cook	Minn.
Betz, Edna A.....	Grand Rapids	Minn.
Bradley, Idella	Tenstrike	Minn.
Burke, Esther	Lake Wilson	Minn.
Dahle, Astrid	Dorris	Minn.
Denton, Ethel M.....	Grand Marais	Minn.
Dodge, Isadore	Duluth	Minn.
Fagerstrom, Lydia	Spatten	Minn.
Gaines, Mae	Duluth	Minn.
Grotheim, Katherine	Duluth	Minn.
Haigh, Ruby	Goodland	Minn.
Haigh, Ruth	Goodland	Minn.
Hamblin, Ruth	Duluth	Minn.
Harris, Rose Ella	North Branch	Minn.
Hawkinson, Ella	Harris	Minn.
Hawkinson, Victoria	Harris	Minn.
Helgeson, Bertha	Proctor	Minn.
Jensen, Myrtle	Duluth	Minn.
Lyngstad, Anna B.....	Independence	Minn.
Schade, Ella	Atkinson	Minn.
McLaughlin, Anne	Duluth	Minn.
Mitchell, Laudra	Duluth	Minn.
Olson, Nora	Duluth	Minn.
Pfeiffer, Effie	Tower	Minn.
Pfeiffer, Winifred	Tower	Minn.
Rankin, Helen	Duluth	Minn.

First Year.

Anderson, Amy	Moose Lake	Minn.
Anderson, Mary F.....	Brainerd	Minn.
Anderson, Serrie C.....	Brainerd	Minn.
Ballou, Helen S.....	Duluth	Minn.
Bartling, Ellen	Brainerd	Minn.
Basye, Mildred	Moose Lake	Minn.
Bergford, Bergliot	Duluth	Minn.
Bergford, Signy	Duluth	Minn.
Blackberg, Emma	Duluth	Minn.

Bolander, Helga M.....	Duluth	Minn.
Bouck, Bessie I.....	Duluth	Minn.
Boyden, Flora	Two Harbors	Minn.
Buirge, Emma W.....	Pine City	Minn.
Campbell, Mildred N.....	Duluth	Minn.
Carlson, Anna V.....	Arnold	Minn.
Carlson, Hazel A.....	Grove City	Minn.
Carlson, Jennie E.....	Duluth	Minn.
Cayo, Elise M.....	Tamarack	Minn.
Chase, Jessie B.....	Chisholm	Minn.
Christianson, Annie	Fosston	Minn.
Coolen, Julia	Effie	Minn.
Dahle, Borghild G.....	Dorris	Minn.
Ecklund, Alma E.....	Thomson	Minn.
Elberson, Laura	Proctor	Minn.
Erickson, Anna E.....	Iron Belt	Wis.
Evans, Elsie L.....	Brainerd	Minn.
Evans, Jessie S.....	Brainerd	Minn.
Fleming, Ernest A.....	Fairbanks	Minn.
Foster, Hilda M.....	Duluth	Minn.
Fraleigh, Lulu	West Duluth	Minn.
Frederickson, Emma	Tower	Minn.
Gjertsen, Mabel A.....	Minneapolis	Minn.
Goodell, Luella P.....	Barnum	Minn.
Gronseth, Laura	Duluth	Minn.
Gronseth, Lillian	Duluth	Minn.
Grotheim, Nora	Duluth	Minn.
Hagan, Doris M.....	Deer River	Minn.
Hagman, Ellen	Wright	Minn.
Halvorson, Alma	Duluth	Minn.
Hamlin, Elizabeth L.....	Pine City	Minn.
Hanson, Ernest	Crookston	Minn.
Hare, Margaret M.....	Virginia	Minn.
Hegdahl, Bertha E.....	Grand Rapids	Minn.
Hegdahl, May J.....	Grand Rapids	Minn.
Hobbs, Nell Rae.....	Iron River	Wis.
Holcombe, Esther V.....	Copas	Minn.
Hopkins, Bertha F.....	Duluth	Minn.
Johnson, Elsie C.....	Duluth	Minn.
Johnson, Minnie E.....	Taylor's Falls	Minn.
Johnston, Grace	Deer River	Minn.
Kaminska, Teresa T.....	Duluth	Minn.
Klippen, Gerda	Duluth	Minn.
Knutson, Louetta	Duluth	Minn.
Krause, Adelaide M.....	Iron Belt	Wis.
Lade, Mrs. E. B.....	Duluth	Minn.

Lawrence, Augusta	Sauk Rapids	Minn.
Lee, Mamie	Barnum	Minn.
Lexow, Fred	Bovey	Minn.
Lingroth, Minnie	Glory	Minn.
Lofald, Agnes	Duluth	Minn.
Lundberg, Lillian M.	Mahtowa	Minn.
Macleod, Elizabeth	Duluth	Minn.
McMurtrie, Etta	Proctor	Minn.
Maghan, Alma	Deerwood	Minn.
Maghan, Hazel	Deerwood	Minn.
Mathison, Florence	Atkinson	Minn.
Mathison, Millie	Atkinson	Minn.
Mayer, Rebecca J.	Thomson	Minn.
Michelson, Edythe	Cloquet	Minn.
Miller, Lucy B.	Brookpark	Minn.
Mitchell, Nellie J.	Duluth	Minn.
Mobeck, Martha	Duluth	Minn.
Moore, Gladys	Duluth	Minn.
Morgan, Anne H.	West Duluth	Minn.
Mueller, Tillie D.	Ada	Minn.
Myron, Mary	Lakeview P. O.	Minn.
Nelson, Anna	Rush City	Minn.
Nelson, Florence	Holyoke	Minn.
Nelson, Ida	Balaton	Minn.
Nelson, Julia M.	Arnold	Minn.
Ness, Lydia K.	Atkinson	Minn.
Ness, Trena	Atkinson	Minn.
Niemi, Ina	Thomson	Minn.
O'Neil, Gertrude	Superior	Wis.
Ostlund, Elizabeth	Duluth	Minn.
Ostlund, Ida	Cloquet	Minn.
Otis, Herman	Brookpark	Minn.
Perry, Lillie	Albion	Minn.
Peterson, Ruth E.	Henning	Minn.
Potter, Rae	Grand Rapids	Minn.
Pyette, Katherine	Beaver Bay	Minn.
Randall, Clara B.	Kelsey	Minn.
Rindahl, Albert P.	Grand Marais	Minn.
Roberts, Mrs. Grace.	Spencer	Iowa
Rock, Beatrice	Paupores	Minn.
Rye, Mary	Sturgeon Lake	Minn.
Smith, Clara	Beaulieu	Minn.
Smith, Anna I.	Breckenridge	Minn.
Snyder, Rebecca	Duluth	Minn.
Spencer, Frances	Barnum	Minn.
Stoddard, Gladys	Duluth Heights	Minn.

Stransky, Bonnie M.....	Munger	Minn.
Swanson, Sarah	Kimberly	Minn.
Tuck, Clara E.....	Cuyuna	Minn.
Ulsrud, Eunice	Duluth	Minn.
Voigt, Lydia	Bellingham	Minn.
Wallace, Leila V.....	Bannock	Minn.
Watson, Mayme	Mahtowa	Minn.
Watts, Estelle	Duluth	Minn.
Watts, Henrietta	Duluth	Minn.
Wentzlaff, Gertrude	Duluth	Minn.
Weske, Lena	Moose Lake	Minn.
Wetzel, Dalie	Deerwood	Minn.
White, Ruth P.....	Duluth	Minn.
Williams, Dora	Hinckley	Minn.
Williams, Maud M.....	Minneapolis	Minn.
Woag, Margaret	Duluth	Minn.
Wright, Margaret E.....	Duluth	Minn.

TRAINING DEPARTMENT.

Eighth Year.

Elsie Bellamy	Irene Keyes
Frederick Campbell	Esther Lounsberry
Margaret Craig	Julia Marshall
Kimball Finkenstaedt	Irving Moore
Duncan Frick	Ruth Taylor
Rachel Hammel	Penelope Turle
Judith Hartley	Knox Winton
Rollin Hawkes	Elizabeth Wood

Seventh Year.

Marie Christianson	Virginia Moore
Russell Duncan	Warren Moore
Gertrude Final	William Richardson
Louise Frick	Charles Romieux
Eugenia Le Richeux	Wayne Whitely
John Lynam	Marjory Willard
Marion Lutes	Frances Winton

Sixth Year.

Agnes Alexander	Dorothy Panton
Sue Alexander	Sylvia Rakowsky
Gertrude Barnes	John Simonson
Marion Dight	Charlessa Stark

Margaret Greene
Charles Le Richeux
Katherine Lutes
Raymond Lyons
Dorothy Moore

Elizabeth Stephenson
Niel Upham
Mary Winton
Jeannette Welbanks
Philip Warner

Fifth Year.

Katherine Abbott
Mary Baldwin
Cordelia Collins
Robert Finkenstaedt
Howard Grace
Carl Gebauer

Edith Kelley
Eleanor Mitchell
Catherine McGregor
Galen Pearson
Edwin Skinner
Beatrice Spengler

Fourth Year.

Josephine Cotton
Samuel Cusson
Max Gebauer
Grace Gleason
John Killorin
Ralph Knowlton
Mary McGiffert

Frances Sellwood
Benton Stearns
William Stephenson
Gertrude Taylor
Lovell Turle
Virginia Warner

Third Year.

Clara Elizabeth Baldwin
Allen Hastings Barber
Allan Black
David Black
Thomas Crosby
Faith Douglas
Eleanor Keyes
Marjorie Knowlton
Caroline Lyder
Elizabeth Lynam

Donald MacGregor
Gerald Prince
Herve Romieux
Richard Sellwood
Helena Silberstein
Maxine Spengler
Ruby Stearns
William Upham
Thomas Wood

Second Year.

Chester Adams
Marian Bailey
Lucius Bellamy
Richard Bowden
Wilson Crosby
Robert Dowse
Mildred Dunning

Harlow Lounsberry
William Prince
Helen Stilson
Harry Strong
McClelland Whitely
Margaret Walker

First Year.

Jane Baldwin
George Bohannon
Newton Black
Gilbert Dickerman
William Final
Margaret Finkenstaedt
Graham Fitch
Donald Miles

Frederic Rowe
Gerald Sellwood
Boyd Spencer
Edward Spring
Cecilia Stephens
John Stephenson
Wilbur Taylor
Charlotte Warner

Kindergarten.

John Ball
Marie Barthe
Harold Bergford
John Bergford
Louise Bridenthal
Genevieve Black
Gertrude Collins
Mary Cotton
Florence Draper
John Engel
Hermione Fitch
Percy Fuller
Ames Hale
William Hearing
Warren Kirby
Marlon Kirby
Virginia Lignell

Helen Lounsberry
Richard Lutes
Virginia Macdonald
Frances McGreevy
Gertrude McGiffert
Stewart Peyton
Jean Peyton
Milton Prince
Ruth Quayle
John Schleunes
Hortense Spiegel
Perry Streed
Homer Stilson
Windrum Walker
Harvey Williamson
Ruth Williamson

NUMBER ENROLLED.

Normal Department.

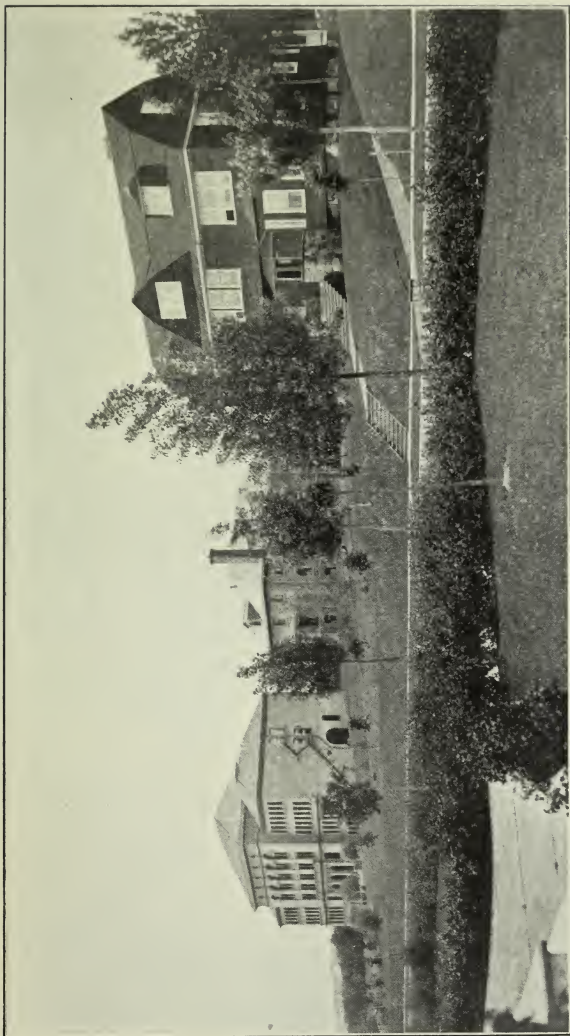
Senior Year	40
Junior Year	113
Third Year	14
Second Year	28
First Year	118

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Training Department.

Eighth Year	16
Seventh Year	14
Sixth Year	18
Fifth Year	12
Fourth Year	13
Third Year	19
Second Year	13
First Year	16
Kindergarten	32

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A VIEW OF THE CAMPUS



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